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ABSTRACT

Developed for Alabama educational administrators, this implementation mode is intended to provide a stimulus for assisting with the infusion of career education activities and goals into classroom subject areas. It begins with a matrix showing the goals of career education. An explanation follows of the seven goals (self-awareness, educational awareness, career awareness, economic awareness, decision making, skills and competencies, and attitudes and appreciations), objectives, and expected outcomes. Twenty-nine activities are listed that the administrator must do to develop a local career education program that meets the requirements of state and federal guidelines. A form for career education administrator evaluation is appended. (YLB)

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# CAREER EDUCATION

# IMPLEMENTATION MODE FOR

# ADMINISTRATORS

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CE 033 260

State of Alabama
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# INTRODUCTION

This implementation mode has been developed for administrators, not as a complete, comprehensive career education package, but rather as a foundation or beginning point. Hopefully, this mode will provide a stimulus for all administrators toward assisting with the infusion of career education activities and goals into classroom subject areas. The activities, ideas, and concepts presented in this publication are by no means an "end product" of career education activities developed in Alabama; they are a beginning, to be used as a "launching pad" to more and better classroom/career education objectives, activities, and resources.

This document is intended to be used in conjunction with other State Department of Education publications - The Career Education Addendum to the State Courses of Study; one of the Career Education Curriculum Models for grades kindergarten through twelve; The State Plan for Career Education; and the Career Education Resource Directory.

It is intended that this implementation mode will serve as a conceptual framework for infusing the career education philosophy of the State Department of Education into every instructional area of the state educational system. The State Department of Education has made the following statements of philosophy on Career Education:

"Career education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominately technical, specialized society.

Career education should begin in grade one or earlier and continue throughout the productive life of the individual.

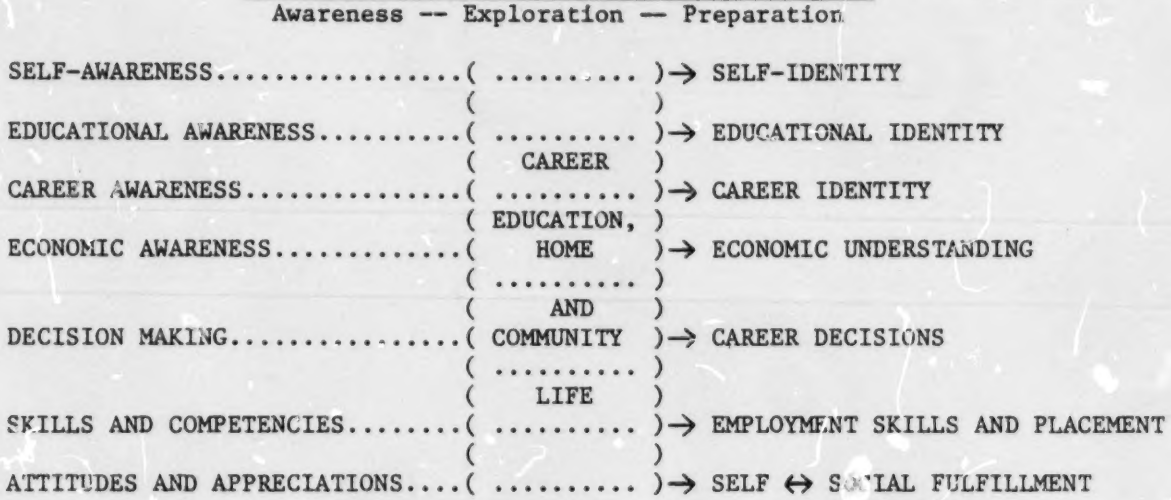
The concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and is programmed to provide for the development of an awareness of self and the world of work in elementary students, exploratory experiences for junior high students, and for senior high students, knowledge and skills necessary to pursue further education or to become employed.

Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to an individual through reconstructing and refocusing concepts around a career development theme."

In order to reinforce and implement this philosophy, the goals of career education are shown in the following matrix:

## GOALS OF CAREER EDUCATION

K 6/7 9/10 12
Awareness -- Exploration -- Preparation




This structure provides a comprehensive, sequential, and integrated approach to career education designed to assist students to make career decisions based on a broad understanding of career possibilities and requirements and an assessment of the students' own interests, aptitudes, values, and goals. The structure provides for a conceptual change in the existing curriculum rather than the addition of new courses. It meshes the academic subject matter ("knowing" cognitive domain), skills and competencies ("doing" psycho-motor domain), and self understanding and decision-making ("feeling" affective domain). The structure identifies career education goals in three stages or phases beginning in the early grades with career awareness, progresses through exploration of career possibilities, and finally moves into decision-making and planning for preparation for further education, employment, job proficiency, and career advancement. An explanation of the goals, objectives, and expected outcomes follows:

| Goal | Objective | Expected Outcomes |
|---|---|---|
| SELF-AWARENESS<br>The student acquires a knowledge of himself/herself, what he/she is, and hopes to become. | To help students develop positive feelings about themselves, and to recognize and accept their feelings, their achievements, and their interests. | SELF-IDENTITY<br>The student knows himself/herself and has developed a personal value system. |
| EDUCATIONAL AWARENESS<br>The student recognizes the need for specific education for career roles. | To help students to become acquainted with the array of educational opportunities which will become | EDUCATIONAL IDENTITY<br>The student develops ability to select educational avenues for pursuit of career goals. |

| Goal | Objective | Expected Outcomes |
|---|---|---|
| EDUCATIONAL AWARENESS (Continued) | available to them as they progress through school, the nature of these opportunities, and the implications in these opportunities; to help students perceive the relationship between education, life roles, and life styles. | EDUCATIONAL IDENTITY (Continued) |
| CAREER AWARENESS<br>The student acquires a knowledge of a broad range of careers and how each serves the individual student, the community, and society. | To help students become acquainted with a variety of occupations and careers, the various personal meanings of work, and patterns different people follow in developing careers. | CAREER IDENTITY<br>The individual has selected a role or roles within the world of work. |
| ECONOMIC AWARENESS<br>The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment. | To help students become acquainted with the basic economic system and the social and economic changes which are occurring in the world, and the possible implications of these changes for their careers. | ECONOMIC UNDERSTANDING<br>The student can solve personal and social problems in an economic environment. |
| DECISION-MAKING<br>The student is able to use information in determining alternatives and reaching decisions. | To help students understand the value and processes of rational decision-making, and through practice to develop a "sense of urgency"--the confidence that what they decide or plan can indeed have an effect upon what happens to them. | CAREER DECISIONS<br>The student has developed plans for immediate, intermediate, and long range career development. |
| SKILLS AND COMPETENCIES<br>The student acquires and develops skills and competencies which are viewed as the ways in which man extends his/her behavior; and develops social and communications skills | To assist students in the selection of and entry into appropriate educational programs and to help them evaluate continuously their progress in developing salable competencies and skills. | EMPLOYMENT SKILLS AND PLACEMENT<br>The students are competent in performance of skills necessary for job placement, and/or further education, and basic life roles. |

| Goal | Objective | Expected Outcomes |
|---|---|---|
| SKILLS AND COMPETENCIES appropriate to career placement and adjustment. | (Continued) | EMPLOYMENT SKILLS AND PLACEMENT (Continued) |
| ATTITUDES AND APPRECIATIONS The student develops a value system toward his/her own career choice and that of others, and develops appropriate feelings toward oneself and others. | To assist students in their career development so that they are able to anticipate changes in themselves and their environment and will be able to continue to plan and carry out personally satisfying and productive pursuits throughout their lives. | SELF-SOCIAL FULFILLMENT The student has developed an appreciation of his/her own role and roles of others. |

To develop and implement a local career education program that meets the requirements of state and federal guidelines, you will need to do the following:

1. Read with care the State Plan for Career Education.

2. Orient all other administrators and supervisors in your system to the State Plan.

3. Develop a Career Education Policy Statement and present to your Board of Education for adoption.

4. Organize a local Career Education Advisory Committee to assist in the design and implementation of your Career Education Plan. Secure representatives from teachers, supervisors, principals, students, parents, business and industry leaders, labor union representatives, and other community groups, with the proper ratio of minorities and females.

5. Develop a job description for a local career education coordinator.

6. Appoint a local contact person for Career Education until a permanent Career Education Coordinator can be named or appointed.

7. Identify and document all current career education efforts in progress in your system.

8. Review the results of the State Career Education Needs Assessments.

9. Analyze your community, school system, budget, personnel, and other factors to determine those elements that will either help or hinder the career education infusion process.

10. Develop specific infusion objectives based on the needs assessment and analysis of your community and resources.

11. Develop a plan of action to infuse career education into the total curriculum, with specific strategies spelling out who will do what, when, where, why, and to and for whom. This local plan will be required to receive federal flow-through monies for Career Education.

12. Coordinate all career education implementation efforts with the following:

    Local In-Service Training Committee
    All Educational Media Centers
    All Building Level Administrators and their yearly plans
    All Curriculum Development Committees
    Local Textbook Committees
    All Federal Programs--ESEA Title I, Title IV B&C, OCR Title IX, Vocational Education, and Education for the Handicapped

13. Coordinate Career Education Implementation with the new Competency Testing and "back to the basics" movements. The implementation of Career Education is the relevant, practical peg on which to hang all basic skill development.

14. Identify thematic and problem areas within existing units of instruction that would link various career options to present curriculum.

15. Have each school faculty brainstorm creative ways to restructure the learning environment to give all students experiential learning and linkage experiences with a variety of career options and career development skills.

16. Report to your Board periodically on the progress of implementation, showing products and results, i.e., simulations, curriculum revisions, booklets, newspapers, statistics, and any other tangible evidence of implementation.

17. Identify existing Career Education efforts across the state, and make plans with your teachers to visit these sites.

18. Create a forum for getting periodic feedback and documentation from each school on a regular basis, i.e., quarterly, bi-monthly, once a semester, etc.

19. Coordinate implementation with your Professional Development Plan. Document all readings, conferences, and other professional development efforts of all certified staff. Set up a sharing conference so that all staff may share their professional growth in this area and their implementation efforts with all other staff.

20. Establish a liaison with local business and industry leaders so that their places of business can be used for field trips, work experience sites, demonstration centers, and potential places of employment. These leaders may also be valuable resource persons for your career education program.

21. Establish a liaison with your Regional Planning and Development Commission.

22. Establish a liaison with your local Chamber of Commerce.

23. Develop a resource file for each school in your system, per Southern Association and State Accreditation standards.

24. Generate as many incentives as possible: local seed money, student awards, teacher awards, recognition and appreciation of business and industry people, recognition of parents and volunteers, released time for highly motivated staff, etc.

25. Develop a liaison with your local Employment Service Office and with CETA Operations in the State Department of Industrial Relations.

26. Develop a follow-up system to track all student activities during their summer months and after graduation. This system will collect data on students' avocations, work experience, and career choices. The data can be used for research and program revision.

27. Continuously evaluate all activities generated at the administrative level.

28. Develop a strategic public relations plan to keep the entire community informed, and to develop strong grass roots support for Career Education.

29. Provide full administrative support to successfully effect this change effort.

CAREER EDUCATION ADMINISTRATOR EVALUATION

Name _____ Date _____

Superintendent _____ Supervisor _____ Principal _____

School/School System _____

| Yes | No | Needs Improvement | Checklist of Statements |
|---|---|---|---|
| ( ) | ( ) | ( ) | 1. Does your school system have a philosophy or general goal statement that includes career education? |
| ( ) | ( ) | ( ) | 2. Has your board of education adopted a formal written policy regarding career education in your system? |
| ( ) | ( ) | ( ) | 3. Does your school system have a specific plan for organizing and delivering career education to all the students? |
| ( ) | ( ) | ( ) | 4. Does the plan contain specific student outcome objectives? |
| ( ) | ( ) | ( ) | 5. Is career education included in your systemwide in-service/ staff development for all your staff? |
| ( ) | ( ) | ( ) | 6. Do you have a plan for evaluating career education activities? |
| ( ) | ( ) | ( ) | 7. Did your school system conduct a formal needs assessment as a part of its career education planning activities? |
| ( ) | ( ) | ( ) | 8. Do you consider career education a responsibility of the schools? |
| ( ) | ( ) | ( ) | 9. Is career education included in your total system budget? |
| ( ) | ( ) | ( ) | 10. Do you feel that funds are needed for improving your career education activities? |
| ( ) | ( ) | ( ) | 11. Has your school system named/appointed a person to coordinate or direct career education on a systemwide basis? |
| ( ) | ( ) | ( ) | 12. Is career education that person's full-time responsibility? |
| ( ) | ( ) | ( ) | 13. Is career education that person's part-time responsibility? |
| ( ) | ( ) | ( ) | 14. Has your school system had special career education projects? |

| Yes | No | Needs Improvement | |
|---|---|---|---|

Checklist of Statements (Continued)

15. If yes, what was the source of funding for these projects?

_____

( ) ( ) ( ) 16. Do you encourage all your staff to promote career education?

( ) ( ) ( ) 17. Were staff development activities conducted in your system during the last school term?

18. _____ % of elementary teachers involved

_____ % of middle school teachers involved

_____ % of junior high teachers involved

_____ % of secondary school teachers involved

_____ % of vocational teachers involved

_____ % of guidance personnel involved

_____ % of administrative personnel involved

_____ % of special education staff involved

( ) ( ) ( ) 19. Does your school system have a formally constituted career education advisory council/committee?

( ) ( ) ( ) 20. Has your school system had an orientation session or in-service training for your community?
Specify what kind of training _____
_____

( ) ( ) ( ) 21. Does your staff use the business/labor/industry personnel as resources in the classroom(s) for promoting career education?

( ) ( ) ( ) 22. Are there community resource files up-to-date in each school building?

( ) ( ) ( ) 23. Does each school have a career resource laboratory or library for student use?